

## Charting: Supporting Goal Formation and Learning in the Workplace.

Continuous learning is characteristic of knowledge workers, but they can often find it difficult to transfer the new knowledge they have created as it is heavily contextualised within the specific tasks they have performed. Learning also depends on the learning skills of the knowledge worker, which determine how they can initiate and manage their own learning. Effective knowledge workers must be able to take control of their development: self-regulate their learning through goal-setting, self-monitoring and self-reflection.

We have described Charting as the process whereby an individual manages and optimises their interaction with the people and resources who (may) have a role in their learning and development.

### Goals as the social object

Goal-setting is a critical component of self-regulated learning as it is the mechanism by which an individual articulates their learning needs and plans a learning strategy. Goal-setting is therefore also at the core of Charting: goals provide a means to organise and manage learning, and connect with other learners. . Learning goals provide a purpose for interaction with other people and resources when learning. In other words, learning goals serve as a “social object” around which people interact.

### Charting Tool

We have developed a tool focused on this goal-setting component of Charting. The tool is designed to help the individual manage, monitor and optimise their interaction with other people and with knowledge resources by using learning goals (rather than a formal curriculum, predefined content, or organisational competencies), to provide a focus for the sense-making process. Learning goals are individually-set, but influenced heavily by others in the workplace and may be

shared with co-workers or with colleagues outside the organisation.

For a knowledge worker, learning is inseparable from work, and therefore charting tools would be closely integrated with the rest of the tools which an individual uses to conduct their work.



### Technical Background

The tools are written in Ruby, are open source (search ‘charting’ on *github*) and can be freely incorporated into existing systems or used as a standalone service. A demonstrator site is available at: <http://charting.gcu.ac.uk/>

### Project team

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### Website:

<http://www.gcu.ac.uk/academy/charting/>

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